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ABSTRACT

The study reported was designed to provide the research and development unit of a State division of vocational and technical education (D.V.T.E.) with an assessment of the impact of the "demonstration center method" as utilized by the D.V.T.E., including a data-based response to nine specific questions dealing with achievement of objectives; reports of impact; perceptions; pinpointing effective personnel, procedures, and materials; adequacy of planning; facilitating and constraining factors; administrative procedures; warranted modifications; and comparison of results and costs. The 16 demonstration centers encompassed a wide range of interests, emphases, objectives, and activities within the vocational-career education field. The demonstration center technique is used as a means of informing practitioners about a particular program or concept. It is a dissemination technique. Each center is described in the report. The findings were obtained by interview, questionnaire, and observation, and are extensively reported with interpretive commentary. Ten pages of conclusions and recommendations are organized with reference to the original nine questions; the research instruments and correspondence are appended. (Author/AJ)

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A Final Report of An Impact Assessment of Demonstration Centers as a Dissemination Technique

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A Cooperative Study by
Northern Illinois University
and the
State of Illinois
Illinois Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education

by Joseph R. Ellis
Project Director
October 24, 1974

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A F I N A L R E P O R T

of

AN IMPACT ASSESSMENT
OF
DEMONSTRATION CENTERS AS A DISSEMINATION TECHNIQUE

A Project Funded by the D.V.T.E.

Presented to

Illinois Board of Vocational Education and Rehabilitation
The Division of Vocational and Technical Education
State of Illinois

---

by

Joseph P. Ellis
Director of the Study

October 24, 1974

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT UNIT

The research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Board of Vocational Education and Rehabilitation position policy.

TABLE OF CONTENTS

SECTION PAGE

I. INTRODUCTION TO THE REPORT 1

The Problem Area 1

The Problem 3

The Objectives 4

The Demonstration Schools 6

The Procedures of the Study 14

II. REPORT OF THE FINDINGS 20

Introduction to the Report of the Findings 21

Report of the Interview Responses 23

Report of the Questionnaire Responses 31

III. CONCLUSIONS 54

IV. RECOMMENDATIONS 61

APPENDIX 68

APPENDIX A - The Questionnaire 69

APPENDIX B - The Interview Guide 72

APPENDIX C - Questionnaire Results in Terms of Respondents' Positions and Levels of Educational Service 74

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Table of

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While there was variation in the operation of these centers, most held one-day sessions for selected target populations. For some centers there was only the one-day or "one-shot" demonstration while others held several one-day sessions. Some held an "open-house" over a period of several days and one held a five-day "workshop." The dissemination strategies used included *telling techniques* (printed and spoken); *showing techniques* (visuals, "live" demonstrations, exhibits, simulations); *helping techniques* (consulting and direct assisting); *involving techniques* (sharing, interacting-discussing, and active participation) and *training techniques* (self-instruction, conferences and seminars).

There was also variation in the means whereby target populations were informed about the existence of the centers and the dates, times and places for demonstrations. Considerable diversity was practiced in the record-keeping, evaluating and reporting procedures used by the centers.

All of the centers were funded on the basis of a proposal submitted to and approved by the D.V.T.E. All centers had a director and were planned and implemented by groups which, in addition to professionals, frequently included community members and students. Many of the centers used D.V.T.E personnel, and consultants paid by the center, in preparing and/or presenting their demonstrations. The numbers and kinds of participants attending the centers varied considerably.

Brief descriptions of the sixteen centers appear below. They operated at varying times during the years 1970-1973.

The Demonstration Center for a Comprehensive Home Economics Program in a Medium-Sized High School was provided in Flora Township. High School, Flora, Illinois. This demonstration center was developed to allow school administrators, teachers and school board members from schools of similiar size and structure to have the opportunity to observe a total home economics program in action and to become aware of ways by which such a program could be funded. The center also functioned to share published and unpublished materials with participants in both the areas of consumer and homemaking education, as well as in personal and public service occupations. Two drive-in conferences were held at Flora High School, one in November of 1970, to show and tell about the Flora program, and one in February of 1971, to provide consultant service. In addition to observing and discussing the in-school program, participants were taken to various training stations to observe cooperative education students training in occupations related to personnel and public service, and to health occupations.

The Consumer and Homemaking Education Program for the Post-Secondary Level was a center operated by Southeastern Illinois College, a public junior college, near Harrisburg, Illinois. The Center personnel spent considerable time and effort in the identification of their target population and in the development of instructional

materials, methods and techniques suitable for working with low income adults who faced consumer and homemaking decisions and problems. The developed materials, methods and techniques were demonstrated to educators, agency personnel and business and lay leaders in the area served by the College. This demonstration was an all-day session held at the College and attended by a large number of persons. The demonstration provided participants with options and used a variety of activities to create awareness. As a follow-up service, limited, and for the most part informal, consultant services and materials distribution were provided by the Center.

The Demonstration Center for a Comprehensive Home Economics Program was operated at Lyons Township High School in La Grange Park, Illinois. It consisted of four one-day conferences, seasonally spaced so as to accommodate vocational education professionals throughout the one year of funding. The format of the demonstration day consisted of formal lectures, a slide presentation prepared and presented by the Lyons Township staff, and curriculum guides and position papers, also prepared by the staff, and freely distributed. Formal viewing of home economic classes at the high school was limited, due to the size of classrooms, and to scheduling difficulties. Participants were given time to speak with state representatives from the D.V.T.E. and members of the Lyons Township Home Economics staff. During the two years following the drive-in conferences, there were many requests for printed material concerning the Lyon's Township project, which were honored.

The demonstration center, Horticultural Instructional Packages: Alternatives for Occupational Education in Illinois, was provided in School District No. 73½, Skokie, Illinois. The director designed and carried out a program to introduce junior high school age students to career possibilities in the field of horticulture. A greenhouse was built next to the school and students were provided with direct experiences in growing plants to help in their understandings in the biological sciences. Both junior and senior high school teachers visited the program. Parents were involved in evening classes which provided learning experiences for adults in the science of horticulture.

The demonstration center, The Improvement of Horticultural Alternatives Packages for Schools with Existing Facilities, took place in High School District 107, in Naperville, Illinois. The district has a strong horticultural program as an elective in the high school curriculum. This demonstration center provided an opportunity for educators to view an ongoing horticultural program that has gained a popular place in the curriculum of a suburban high school. The plan to develop curriculum materials for other schools was realized only to the extent that a formal course of study of the Naperville Horticultural Program was made available to educators and other interested visitors.

The Horticultural Instructional Packages Demonstration Center was located in Alton Community School District No. 11. A limited number of horticultural instructional packages was developed and

operationally tested, and a slide series was created, to show various skill units. The project was developed to (a) show participants a way to start a viable horticulture program with a limited amount of funds, (b) establish a relevant occupational program in the applied biological and agricultural area which meets student needs, and (c) develop a greenhouse for instructional purposes. The demonstration center was made available to other school districts during the 1972-1973 school year on an appointment basis and through one open house in the spring of 1973. Participants were able to see the slide demonstration and visit the greenhouse. Students conducted tours to show what they were doing in relation to pot crops and merchandising plant materials.

The Rochelle Horticulture Demonstration Package was part of a state-wide demonstration center network emanating from the College of DuPage Horticulture Demonstration Center Program. The foci of the Rochelle Center were to build an inexpensive but very serviceable greenhouse and to develop and implement an ornamental horticulture program at the secondary level, utilizing the greenhouse facility. One open house and individual consulting meetings were held for interested agriculture teachers and school administrators from nearby districts. These were provided in an attempt to popularize and demonstrate what could be accomplished, programwise, in this vocational area, on a rather meager budget. The center and all associated activities were developed and conducted by the project director during the school year.

The Rockford School Leaver Program served as a demonstration center that offered sessions designed to permit participants to observe the classroom facility, instructional materials, program procedures,etc., that the Rockford district had developed to serve the educational needs of adolescents who, for one reason or another, had been turned off by the traditional high school program and had dropped out. The central focus of this program was assisting students in passing the G.E.D. examination. Three one-day demonstrations were conducted during the school year by the director and staff of the Custom Learning center. Secondary and post-secondary teachers, administrators, and guidance personnel, primarily from the northern sector of the State, attended these workshops.

The Demonstration Center for Exhibiting the Merits of a Cooperative Education School Leaver Program ("Operation Onboard") was operated by the Carbondale Community High School in Carbondale, Illinois. The Center demonstrated a special and highly flexible program which enrolled former high school dropouts who had returned to school for a unique school experience. Students sought graduation from the program through the G.E.D. or regular course work. The demonstration was conducted on a somewhat informal basis through an open house arrangement held on six days from 8:30 a.m. until 8:30 p.m. Participants were able to gain an awareness of the Center's offerings, materials, and procedures by attending a brief orientation session followed by optional activities which included examining materials,

observing classes, and talking with students, teachers and the learning coordinator.

The [illegible] Program at Kishwaukee [illegible] College served as a demonstration center designed to create participant awareness of the program, materials, procedures and guidelines employed by guidance personnel at the college to serve the educational needs of high school dropouts of college age who feel a need to secure their high school education. The two demonstrations were conducted by the Kishwaukee counseling staff during the school year and were attended by area secondary level school personnel as well as the post-secondary community college teachers, administrators and guidance personnel for whom they were designed to serve.

The demonstration center, Vocational Information Project, was located in High School District No. 211, in Palatine, Illinois. This center tested and demonstrated the use of video tape in introducing elementary school children to various opportunities in their community. A series of video tapes were developed illustrating occupations in the area of Palatine, Illinois. These tapes were used extensively by elementary teachers in the area. An efficient system of distributing the tapes and the video equipment was worked out by the demonstration center. The plan of having individual schools develop and produce their own types of unique occupations of parents in that school did not develop because there were not enough technical personnel available to help the interested schools directly.

[illegible] served as a demonstration school that offered academic enrichment to inner-city students from [illegible] schools and colleges. Its exemplary demonstrations and community service activities [illegible] to inner-city educators and administrators from [illegible] and suburbs. The project was coordinated by a local project director from the University's administrative staff. Teachers, administrators, and guidance personnel from public schools [illegible].

An Exemplary Project for Minority Group Children in the Summer and School Year[illegible] demonstration schools, [illegible] Harrison Ave. NW., Rochester, Minnesota. It was developed to improve methods and approaches to school education for the disadvantaged children. This center provided demonstrations through [illegible] conferences conducted in a large conference center. On the one-week [illegible] workshops conducted by the Director and additional [illegible] personnel, the twelve [illegible] teachers, in the [illegible] school districts, met the [illegible] representatives to [illegible] classroom [illegible] and [illegible] in [illegible] activities. The [illegible] served as a [illegible] to communicate and [illegible] [illegible] the [illegible] and also, an [illegible] [illegible] of [illegible].

involved with the production of the centers while the remaining eighty-two were participants in center activities. The interviews, for the most part, ranged in time from twenty to forty minutes. Most of the interviews were conducted in person at the demonstration center site or at the site of the interviewees' employment; however, some were conducted over the telephone. All of the centers are represented in the interview sample. In conducting the interview, an interview guide was used (see APPENDIX B).

The study's interview results supplement and validate the results of the study's questionnaire. Summaries of the interviewee responses to the twelve questions on the interview guide are presented below and on the following pages.

Question #1. *What is the interviewee's perception of the Demonstration Center? What comes to your mind when you hear or think of the Center?*

Response. Interviewees generally perceived the demonstration centers:

(a) in a positive way.
(b) as an enjoyable and meaningful in-service educational and professional growth experience.
(c) as a stimulus for rational and guided educational change.
(d) as an opportunity to become aware of new developments through firsthand experience.
(e) as a source of "practical" and "useful" ideas, information, techniques and materials that "make sense," have been tried, and show promise as alternative approaches to specific educational problems, programs and situations.
(f) as an opportunity for producers of the centers to "put it all together" by developing an innovative program for use in their (the host) districts.
(g) as an approach to change that should be continued, improved, and expanded.

Question #2. *To what extent do you consider the Center to have achieved its objectives?*

Response. Most of the interviewees were not aware of specific stated objectives of the centers. Most of them considered the centers to have been effective in creating awarenesses about the programs, practices and materials that they were demonstrating. However, one center did not function as a demonstration center and some attracted so few participants as to restrict or almost preclude their achieving objectives having to do with "awareness."

Many interviewees reported successful adoption of programs, practices and/or materials found in the demonstration centers.

In all instances the development of programs, practices and/or materials by center producers was achieved with a rather high degree of success. Producers reported their experience in developing their centers to have been a valuable in-service experience for themselves.

Question #3. *To what extent - in your opinion - are you and other educators in this area aware of the practices, programs and/or materials which the Center demonstrated or disseminated?*

Response. Interviewees provided a wide range of answers to this question. For those centers with few or no participants, awareness of the programs, practices and materials comprising the "content" of their center was known by only a few persons out of the center's setting. In several instances, center directors received requests for materials and information from persons who had not visited their center. Thus, it is difficult to assess the extent of awareness of the center.

For those who did visit a center, there was an indication of their having been well informed about the center as a result of their visit.

It appears that a lack of knowledge about the existence of the centers precluded many interested teachers and administrators from learning about that which the centers demonstrated.

Question #4. *Do you or do other educators who are aware of the practices, programs and/or materials demonstrated by the Center believe them to be relevant and of value to current professional practices and situations?*

Response. Interviewees, both center producers and participants, were in general agreement that the centers were oriented toward "real" school and community problems and they expressed a high degree of credibility regarding most of the programs, practices and materials demonstrated. They indicated that the centers were effective in creating both awareness and conviction.

It was pointed out that the relevance of the participant's visit to a center could be enhanced if center personnel knew the participant's needs and interests and accommodated these in the visit.

Question #5. *Do you know of any situations in which practices, programs and/or materials demonstrated by the Center have been adopted and placed in use?*

Response. For most of the centers, interviewees reported that a range of center programs, practices and/or materials had been adapted and/or adopted in a participant's setting. These adoptions included changes ranging from classroom practices, (e.g., the use of a green house, individualizing typing instruction and revamping course outlines) to complete program installation (e.g., an early school leaver program at Pana).

The changes which have been made as a result of demonstration center activities appear to have persisted and to have been judged effective by their adopters.

In the absence of formal follow-up studies conducted by the centers, knowledge of participant use and general educational change resulting from center activities was vague and often based on hearsay evidence. In some instances, the interviewers were able to observe situations in which practitioners used ideas, information, techniques and/or materials which they had learned about from a visit to one or more of the sixteen demonstration centers in this study.

Question #6. *What kind of Center activities were effective in making you aware of the Center and of the practices, programs and/or materials associated with it?*

Response. Interviewees did not report any one specific dissemination activity as being clearly the most effective in making them aware of center programs, practices and/or materials.

Patterns of dissemination activities functioning together were reported to be effective ways of creating awareness. Generally, the most effective pattern involved creating an overview of the center (brief verbal and visual descriptions using brochures, slide-tapes, displays, written directions, and spoken directions and explanations) followed by participant involvement (observation of on-going activities; interaction with materials and with those involved in the learning situation being demonstrated; examination of exhibits and displays) and summarizing activities (discussion and question-answer sessions with center personnel and students, and reviewing and taking home packaged printed materials).

Those activities which involved participants actively, and gave them a chance to interact with students, were rated high in their effectiveness.

Interviewees indicated that the very nature of the center contributed to its effectiveness in creating awareness. That is to say, the center demonstrated innovations that were relevant and motivating for the participant.

Question #7. *What does the interviewee consider to be the primary facilitating agent(s) of the Center? (What worked best and made it as effective as it was?)*

Response. The center director's expertise and commitment was most frequently mentioned in answer to this question. He or she would appear to be critical to the achievement of the center.

The support provided locally (community, business, schools), as well as the funds from D.V.T.E., were mentioned frequently as being essential to the success of the center.

The strategies used in attracting people to the center often determined the opportunity for making target populations aware of the innovations to be found at the center.

The participation of students in the demonstration center's planning and implementing activities was considered to be a facilitating factor.

Those dissemination activities which appear to have worked best in making participants aware operated in patterns and not in isolation. They emphasized participant active involvement with programs, practices and materials which could be observed as they operated naturally.

Lastly, hard work on the part of the center's producers was often mentioned as a facilitating factor.

Question #8. *What does the interviewee consider to be the primary constraining agent(s) of the Center? What didn't work or kept the Center from being more effective than it was?*

Response. Interviewees mentioned several factors which they perceived as constraints to the effectiveness of the center. The absence of the facilitating factors (see responses to question #8) were considered to be restraining. Specific constraints mentioned were:

1. difficulty in identifying and attracting target populations which precluded the effectiveness of some centers.
2. generally ineffective procedures for announcing the center's demonstration dates and activities.
3. short period of time between D.V.T.E approval and center operations.
4. geographic location limited attendance and made the center inaccessible to much of the state.
5. too much talk at the expense of other activities.
6. inadequate facilities and scheduling difficulties.
7. lack of local funds to continue activities initiated by the centers.
8. the lack of provisions (funds) for follow-through services, i.e., providing materials, consultation and subsequent meetings for interested school districts and agencies in the community.

Question #9. *Did the Center operate on the basis of adequate plans?*

Response. Interviewees indicated that on-site operations during the demonstration sessions reflected sound planning

which resulted in a generally efficient and effective use of time and resources. Center personnel impressed participants with a sense of direction, knowledge and competence regarding the demonstration activities. Materials, exhibits and presentations appear to have been well planned.

There were some exceptions to the above generalized interviewee responses. Those projects that sought to inform community agencies apparently should have involved agency personnel more extensively in their planning than they did. Agency personnel indicated that these demonstrations were oriented too heavily toward formal public school programs. Some interviewees suggested that center activities give added consideration to the uniqueness of the participants. It was suggested that interest, readiness and needs vary among participants, and that some way of knowing more about participants and adapting activities accordingly would increase the effectiveness of the centers.

The on-site evaluation and/or follow-up survey to determine participant reactions and responses generally was not well planned.

The registration and record-keeping procedures of the centers were, in most cases, incomplete or inefficient. The Sycamore Center provides a model that might be adopted by other centers.

One often-mentioned concern which reflected ineffective planning, which in turn may have indirectly constrained several centers' effectiveness in creating awareness, involved the way that the demonstrations were announced. These announcements often did not reach the "right people" on time and/or did not serve to activate attendance as had been expected. The announcement procedures used at the Consumer and Homemaker Education project at Southeastern Illinois College provide a model for announcing demonstration center activities.

The nature of the centers precluded planning for extensive follow-through services. Many interviewees thought such services were needed for full realization of the centers' potential to stimulate and help implement change. Plans for the development of the centers

usually were more complete and better realized than were those plans having to do with creating awareness of innovations demonstrated by the centers. The center did not become involved in demonstration activities at all.

Question #10: *How efficiently and effectively was the center managed? (Seek interviewee's reasons for responding as he or she did.)*

Response: Interviewee responses which referred to management were mostly positive and were similar to those having to do with planning. (See Question #9 above.) The experience of people at the center's director were recognized as essential elements to its management.

In the interest of efficiency, effectiveness and leadership, it was suggested that a R.A.V.E.-sponsored workshop for demonstration center leaders would have been of some help in furthering center program development and in planning demonstration procedures and activities.

Question #11: *If the center were to be continued, what changes should be made?*

Response: A rather general change suggested by several interviewees was that the centers need awareness of center activities directly to the target population rather than just to administrators. Also, many suggestions were made about increasing the involvement of the target population in planning activities and increasing the use of students in planning and demonstration activities. Increased interaction between students and participants was also suggested.

Many interviewees wanted to see more emphasis on teaching techniques. Teacher-student interactions and skill that demonstrations should be carried out over a longer period of time than that used in most of the centers. Some interviewees would like to have had an overview of the center before the visit.

Many center problems centered on increase in lead time between program approval and actual demonstration activities.

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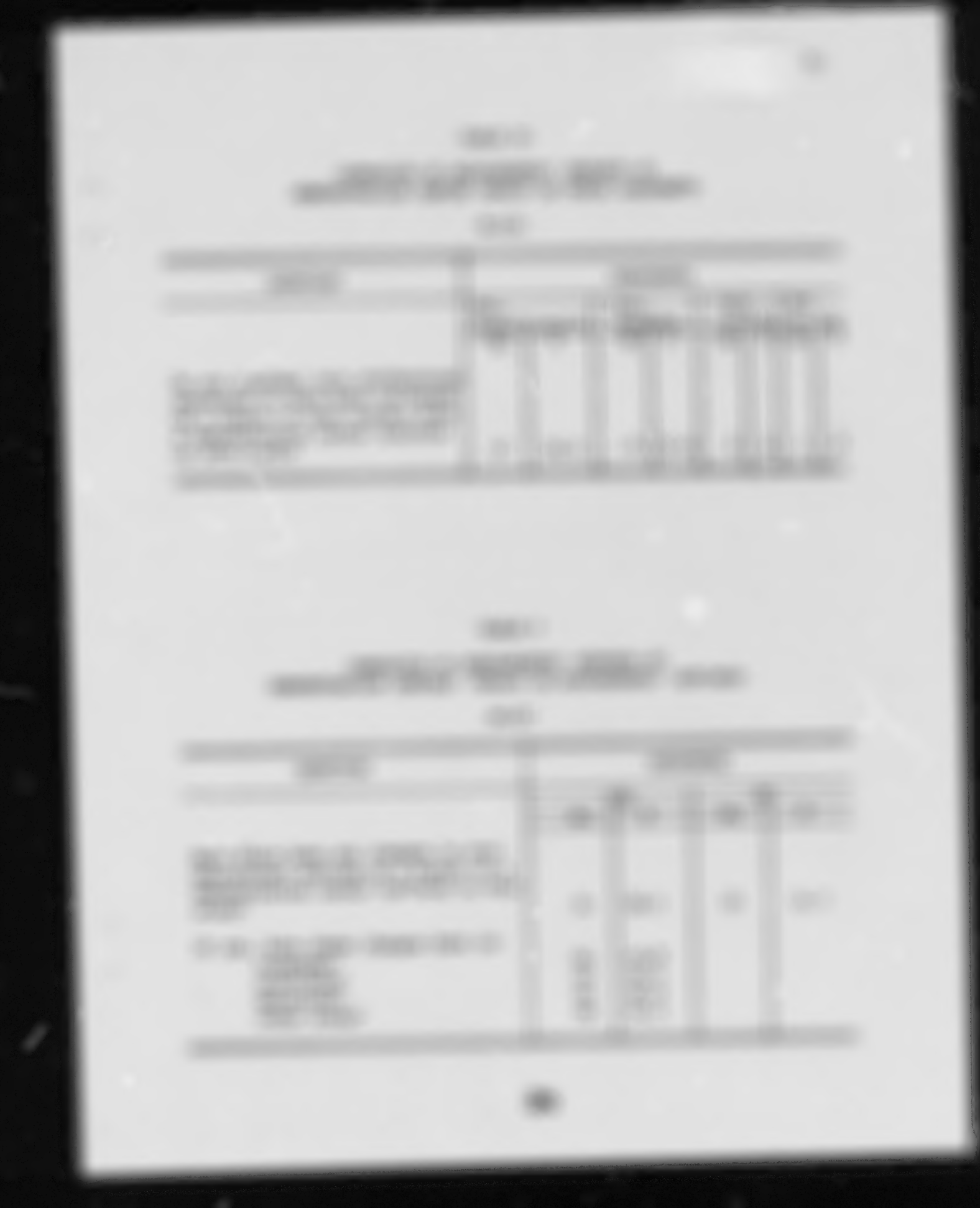

effective" ratings to *"live demonstrations"* and *"slide tapes"* and the highest "not effective" ratings to *"direct assisting"* and *"interacting-discussing."* (See APPENDIX C-5.)

The fact that some activities which received the highest "very effective" ratings also received the highest "not effective" ratings indicates that the quality of the activity, in addition to the nature of the activity, was a critical determinant of its effectiveness.

When the ratings of effectiveness of the activities were examined in terms of the respondents' educational service levels, those respondents working at the junior college were found to give the activities a consistently higher "very effective" rating than did those who represented other levels. Those respondents working at the kindergarten through eighth grade level tended to give the lowest "very effective" rating. (See APPENDIX C-6.)

When asked if they would recommend that the Division of Vocational and Technical Education continue to sponsor demonstration centers, 95.9% of the respondents said "yes," and 4.1% said "no." Of those who said "yes," 51.6% said that the centers should be provided at the ninth through twelfth grade level; 18.3% said the centers should be at the sixth through eighth grade level; 17.0% said that they should be at "other" levels and 6.7% said that the centers should be at all levels. (See Table VII and VIII.)

When those respondents who recommended continued D.V.T.E. sponsorship of demonstration centers were asked in what occupational fields

TABLE VII

RESPONDENTS' RECOMMENDATIONS FOR FUTURE DEMONSTRATION CENTERS

N=121

QUESTION		COMPOSITE OF RESPONSES	
		No.	%
Would you recommend that the D.V.T.E. continue to sponsor demonstration centers?	YES	116	95.9
	NO	5	4.1

TABLE VIII

LEVELS AT WHICH RESPONDENTS RECOMMENDED FUTURE DEMONSTRATION CENTERS OPERATE

N=116

QUESTION	COMPOSITE RESPONSES*	
	NO.	%
If you recommend continued D.V.T.E. sponsorship of demonstration centers, at what levels should the centers be provided?		
Kindergarten - 5th grade	20	13.1
6th - 8th grade	28	18.3
9th - 12th grade	79	51.6
Other levels	26	17.0

*Some respondents checked more than one level. Eleven respondents checked all levels.

the centers should be provided, their responses included a wide range of fields. The ten most frequently mentioned fields appear below, in order of the highest frequency to the lowest.

Business Education

Consumer and Homemaking

All Vocational Fields

Career Education

Clothing

Health Occupations

Nutrition and Foods

Child Care

Industrial Arts

Secretarial and Office Occupations

III. CONCLUSIONS

The conclusions of the study are based on the findings found in responses to the interviews and questionnaire and, to a lesser extent, on observations made by interviewers. These conclusions are presented as responses to the nine basic questions of the study and as summary generalizations.

The nature of the procedures used in this study and of data collected defies statements of causation; thus, the study's conclusions are based primarily on self-reports of center producers and participants and are presented here in the form of descriptions.

1. To what extent did these centers achieve their objectives?

Response. (a) The centers helped to create meaningful awareness of educational innovations in hundreds of educators throughout Illinois. Many non-educators were also informed about these innovations as a result of the centers' activities.

(b) The centers stimulated and influenced educational change in several Illinois schools.

(c) Perhaps the most significant achievement of the centers was the successful program development necessary for their creation and operation.

(d) It should be noted that the centers ranged in their demonstration functions from an almost total absence of demonstration efforts to extensive and highly successful ones.

(e) The centers' level of operation and area of emphasis did not appear to influence the achievement of their objectives.

2. *What major impact were the centers reported to have had on -*

educators?
instructional programs, materials and practices?
students?

Response. (a) The impact which each center had on educators, instructional programs, materials and practices, and students was most apparent in the center itself and the school or district in which the center was located.

(b) In the locale where it operated, the center was, itself, an innovation.

(c) Approximately 1,600 educators participated in center demonstrations. The vast majority of these participants reported having gained an awareness of new and alternative approaches to educational problems, and many mentioned changes in programs and practices that had resulted from demonstration center activities.

(d) All of the centers devoted considerable time and effort to program development. For many, their most important achievement was the development of the innovation which they were to demonstrate. Each center provided its staff with the opportunity to "put it all together."

(e) The operation of the centers had a positive impact on the students who were part of the innovations being demonstrated, or who enrolled in the centers' demonstration activities. The influence which the centers may have had on students elsewhere is mostly a matter of conjecture, based on favorable reports from participants. In situations where center-demonstrated innovations were observed to have been adopted, students were responding directly to the new programs, practices and/or materials.

3. *What perceptions do center personnel and their consumers hold regarding the centers?*

Response. (a) Center personnel and participants were in general agreement in their perception of the centers.

These perceptions were for the most part conventionally positive.

(b) The centers were perceived as a source of new, practical and promising approaches, including programs, practices and materials for overcome educational problems.

(c) The centers were seen as relevant, real and enjoyable in-service education experiences which offered an opportunity to become aware of new and meaningful alternatives.

(d) Those centers (all but two) which provided demonstration activities were generally seen by participants as being effective, efficient and worth continuing.

4. *What personnel, procedures and materials appear to have made significant contributions to the achievement of centers' objectives?*

Response. (a) The center director was the single most important factor in the success of the center.

(b) Support and cooperation from local school personnel was also essential to center success. Site/ deans provided an added dimension of credibility when used in demonstration roles.

(c) Procedures which went beyond the usual use of announcing the existence of the center through school superintendents gave added success in making people aware of the center and its forces.

(d) The procedures which appeared to have been the most effective in creating awareness of the program, practices and materials being demonstrated involved patterns of activities, rather than any single activity. The use of several techniques in providing an overview of the center, active participant involvement in learning about the center and sustaining activities provided effective participant experiences.

(c) Identify activities and materials which made especially significant contributions to the success of the centers' demonstration effort such as "live" and on-site demonstrations, slide-tape presentations and active participation opportunities.

4. Were adequately save contact plans developed?

Response: (a) The plans for the centers were well developed regarding the development of their newsletters and their demonstrations (procedures, activities and materials).

(b) Plans for announcing the existence and nature of, and the dates for, the demonstrations were often made less well developed and were often imprecise and were indirectly addressed to the target population of the centers.

(c) Plans to learn about the needs, interests and readiness of the participants prior to the demonstration were usually non-existent, as were follow-up procedures.

5. What are the important facilitating and constraining factors reported to be associated with the centers?

Response: (a) The center's director was the critical facilitating factor in determining the success of the center.

(b) Support from other key persons from groups associated with the center was also important. Consultant services provided by the S.T.T.A. were most helpful.

(c) Demonstration activities and materials (active involvement, slide-tapes, "live" demonstrations, the use of students, interesting displays, and printed materials), when used as a package, facilitated the creation of awareness; however, in addition to the nature of the activity or material, their quality was important for success.

[illegible]

[illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

(e) [illegible]

NORTHERN ILLINOIS UNIVERSITY
DEKALB, ILLINOIS 60115

Coordinator of Research and Services
COLLEGE OF EDUCATION

Area Code 815
Telephone 753-0442

May 11, 1974

Dear Educator:

Few of us can remember the frequently heard refrain of the great depression, "Buddy, can you spare a dime." However, most of us can recall vividly the many and recent request for our time to complete a questionnaire. You can make an educational "contribution" today by being so kind as to give ten minutes to respond to the questions on the attached sheet.

I have been asked by the State of Illinois Division of Vocational and Technical Education to conduct an assessment of the impact of sixteen demonstration centers. Our records indicate that you attended one or more of these centers. Your input in the form of a response to this questionnaire will be helpful.

These sixteen centers functioned primarily to increase awareness as compared to workshops which generally seek to develop products or participant competencies and skills. The D.V.T.E. would like to know the activities used by the centers which helped to increase your awareness of what was demonstrated.

Eventhough it may have been some time since you visited one of these centers or you may have been interviewed recently about these centers, your "best" recall and candid response is needed. Since there is no effort to identify respondents by name, your confidentiality is assured. Simply return the completed questionnaire to me in the enclosed postage-free envelope. I would like to have it within a week or so.

Thank you for giving your "ten minutes" and assistance to those who must make decisions about approaches to educational demonstration.

Sincerely,

Joseph R. Ellis
Project Director and
Professor of Education

JRE/oo

Enclosure

BEST COPY AVAILABLE

AN IMPACT ASSESSMENT OF THE DIVISION OF VOCATIONAL TECHNICAL EDUCATION FUNDED DEMONSTRATION CENTERS

May, 1974

Directions. Please provide the information requested by placing a check or words in the space for each item. You may need to check more than one alternative for some items. Mail the completed questionnaire in the enclosed postage-free envelope.

Section I. Reference Data.

1. *I (have ___) (have not ___) attended one of the following centers. If NOT, STOP: return the questionnaire now. THANK YOU.*

2. *The D.V.T.E. demonstration center(s) which I attended was:*

__ *Home ec.-LaGrange*
__ *Home ec.-Flora High School*
__ *Career ed.-Thornton (S. Holland)*
__ *Occupational Ed. Plan.-Sycamore*
__ *Business ed.-Waubonsee College*
__ *Career ed.-Joliet*
__ *Do not recall the Center*
__ *Career ed.-Maywood*
__ *Horticulture-Naperville*
__ *Horticulture-Skokie*
__ *Horticulture-Rochelle*
__ *Horticulture-Alton*
__ *Early Sch. Leaver Prog.-Rockford*
__ *Early Sch. Leaver Prog.-Carbondale*
__ *Early Sch. Leaver Prog.-Kishwaukee College*
__ *Joint Agreement Proc.-Hamilton area*
__ *Consumer & Homemaking-Southeastern Ill. Col.*

3. *My present position is _____ at (K-8) ___; (9-12) ___; Jr. College ___; Other ___, (please specify):* _____.

Section II. Impact Data.

4. *Do you consider your professional awareness to have been increased as a result of your contact with one of the above centers?*
___ *Yes, significantly;* ___ *Yes, somewhat;* ___ *Very little;* ___ *Not at all.*

5. *What impact did the center make on you and on your district? Specifically, have there been changes in your educational setting as a result of a demonstration center?*
___ *Yes* ___ *No. If yes, please describe the impact on:*

programs: _____

_____

practices: _____

_____

materials: _____

_____

other areas: _____

_____

6. *Which materials and technique(s) used by the center helped you the most to comprehend what the center was demonstrating?*

materials: _____

_____

techniques: _____

_____

7. *Which materials and technique(s) used by the center helped you the most to realize the relevance and value of what the center was demonstrating?*

materials: _____

_____

techniques: _____

_____

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8. *In relation to the center(s) that you visited, how would you rate the effectiveness of the activities listed below in increasing your awareness of the practices, programs and/or materials associated with that center? (Place your check in what you consider to be the appropriate rating column.)*

CENTER ACTIVITIES HAVING TO DO WITH:	*Very Effective*	*Fairly Effective*	*Not Effective*	*Not Sure*	*Comments on techniques that did or did not work*
Telling Techniques					
printed descriptions					
spoken descriptions					
question-answer sessions					
slide-tape presentations					
other (specify)					
Showing Techniques					
visuals					
"live" demonstrations					
exhibits					
simulations					
on-site observations					
other (specify)					
Helping Techniques					
consulting					
direct assisting					
other (specify)					
Involving Techniques					
sharing					
interacting-discussing					
active participation					
other (specify)					
Training Techniques					
self-instruction					
conferences					
seminars					
tutoring					
other (specify)					

9. *How could information and assistance have been provided differently to have increased your awareness of the center and of what it was demonstrating?*

_____

_____

_____

10. *Would you recommend that the D.V.T.E. continue to sponsor demonstration centers?*
___ *Yes* ___ *No* *If yes, please respond to items 10.1 and 10.2 below.*

10.1 *Why?* _____

_____

_____

10.2 *In what occupational fields and at what levels should demonstration centers be provided?* *Fields:* _____

_____

Levels: __ *K-5;* __ *6-8;* __ *9-12;* __ *other.*

THANK YOU: PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO J.R. Ellis, Northern Illinois University, DeKalb, Illinois 60115.

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APPENDIX A (con't.)

Questionnaire Follow-up Postal Card

Dear Educator: *May, 1974*

Just a note of thanks for completing and returning the Demonstration Center Impact Assessment questionnaire which I sent to you. We appreciate your efforts very much.

If, for some reason, you have not yet completed and returned this questionnaire, we request that you do so at your earliest convenience.

Sincerely,

Dr. Joseph R. Ellis, Project Director

Vocational Education Demonstration Center Impact Assessment
College of Education, Northern Illinois University
DeKalb, Illinois 60115

APPENDIX B

INTERVIEW GUIDE

AN IMPACT ASSESSMENT OF
DEMONSTRATION CENTERS AS A DISSEMINATION TECHNIQUE
Division of Vocation and Technical Education
State of Illinois

Spring-1976

"A" REFERENCE DATA: Interviewer _____ Place _____ Date _____
Name of Demo. Center _____
Host District _____ Location of Center _____
Interviewee: Position _____
Relation to Center: Staff ☐ Associate ☐ Consumer ☐
Describe involvement with the Center: _____
_____

1. What is the interviewee's perception of the Demonstration Center? What comes to your mind when you hear or think of this Center?

2. To what extent do you consider the Center to have achieved its objectives? (Make the interviewee aware of the objectives.)

3. To what extent - in your opinion - are you and other educators in this area aware of the practices, programs and/or materials which the Center demonstrated or disseminated?

4. Do you or do other educators who are aware of the practices, programs and/or materials demonstrated by the Center believe them to be relevant and of value to current professional practices and situations?

5. Do you know of any situations in which practices, programs and/or materials demonstrated by the Center have been adopted and placed in use?

   (a) If yes - describe the practices, programs and/or materials and the situation where implemented.

   (b) If yes - do you know how well the adoption has worked?

   (c) If yes - how long did the adoption persist?

c. What kind of Center activities were effective in making you aware of the Center and of the practices, programs and/or materials associated with it?

Activities	Very Effective	Fairly Effective	Not Effective	Don't Know	Comments
Telling					
via print					
via non-print					
etc.					
Showing					
visuals					
"live" demonstrations					
etc.					
Helping					
consulting					
advising					
etc.					
Involving					
sharing					
interacting					
active participation					
Training					
workshops					
conferences					
seminars					
"tutoring"					
etc.					
Intervening					

Comments

7. What does the interviewee consider to be the primary facilitating agent(s) of the Center? What would have to be withdrawn or it dearth

8. What does the interviewee consider to be the primary constraining agent(s) of the Center? What didn't work or kept the Center from being more effective than it was?

9. Did the Center operate on the basis of adequate plans?

10. How efficiently and effectively was the Center managed? Check interviewee's response for responding as he or she did.

11. If the Center were to be continued, what changes should be made in:

(a) the emphasis -

(b) the method of operating -

(c) If you were to start the Communication Center again, what changes would you suggest?

12. If you were summarizing this interview, what one thing would you be sure to emphasize concerning how you believe aware of the Center's potential for disseminating?

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]							
	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]
		[illegible]		[illegible]		[illegible]		[illegible]
		[illegible]		[illegible]		[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]

[illegible]

APPENDIX C-6 (Continued)

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents by Level of Service	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
simulations	K - 8	0	0.0	2	40.0	0	0.0	3	60.0
	9 - 12	12	30.8	12	30.8	1	2.6	14	35.9
	Jr. College	5	41.7	5	41.7	1	8.3	1	8.3
	Other	1	11.1	4	44.4	2	22.2	2	22.2
on-site observations	K - 8	3	42.9	3	42.9	1	14.3	0	0.0
	9 - 12	37	61.7	17	38.3	1	1.7	5	8.3
	Jr. College	12	70.6	3	70.6	1	5.9	1	5.9
	Other	1	11.1	4	44.4	2	22.2	2	22.2
Helping Techniques									
consulting	K - 8	1	16.7	4	66.7	0	0.0	1	16.7
	9 - 12	20	41.7	18	37.5	3	6.3	7	14.6
	Jr. College	9	56.3	3	18.8	1	6.3	3	18.8
	Other	5	41.7	5	41.7	2	16.7	0	0.0
direct assisting	K - 8	2	40.0	1	20.0	1	20.0	1	20.0
	9 - 12	19	39.6	19	39.6	1	2.1	9	18.8
	Jr. College	9	56.3	3	18.8	0	0.0	4	25.0
	Other	6	50.0	2	16.7	3	25.0	1	8.3
Involving Techniques									
sharing	K - 8	3	50.0	2	33.3	0	0.0	1	16.7
	9 - 12	30	52.6	13	22.8	2	3.5	12	21.1
	Jr. College	10	62.5	5	31.3	0	0.0	1	6.3
	Other	7	58.3	4	33.3	1	8.3	0	0.0
interacting-discussing	K - 8	3	37.5	2	25.0	2	25.0	1	12.5
	9 - 12	32	51.6	21	33.9	2	3.2	7	11.3
	Jr. College	12	63.2	5	26.3	0	0.0	2	10.5
	Other	11	73.3	3	20.0	1	6.7	0	0.0
active participation	K - 8	3	60.0	1	20.0	1	20.0	0	0.0
	9 - 12	26	53.1	12	24.5	1	2.0	10	20.4
	Jr. College	9	64.3	2	14.3	2	14.3	1	7.1
	Other	6	50.0	4	33.3	1	8.3	1	8.3
Training Techniques									
self instruction	K - 8	2	40.0	2	40.0	0	0.0	1	20.0
	9 - 12	13	31.7	16	39.0	3	7.3	9	22.0
	Jr. College	10	71.4	3	21.4	0	0.0	1	7.1
	Other	1	8.3	4	33.3	6	50.0	1	8.3

APPENDIX C-6 (Continued)

CENTER ACTIVITIES HAVING TO DO WITH:	Respondents by Level of Service	RATINGS							
		Very Effective		Fairly Effective		Not Effective		Not Sure	
		No.	%	No.	%	No.	%	No.	%
conferences	K - 8	0	0.0	4	66.7	0	0.0	2	33.3
	9 - 12	15	33.3	18	40.0	2	4.4	10	22.2
	Jr. College	6	42.9	5	35.7	1	7.1	2	14.3
	Other	3	27.3	6	54.5	1	9.1	1	9.1
seminars	K - 8	0	0.0	2	40.0	0	0.0	3	60.0
	9 - 12	6	15.0	16	40.0	3	7.5	15	37.5
	Jr. College	4	30.8	5	38.5	1	7.7	3	23.1
	Other	4	33.3	5	41.7	1	8.3	2	16.7
tutoring	K - 8	0	0.0	3	60.0	0	0.0	2	40.0
	9 - 12	11	28.9	10	26.3	3	7.9	14	36.8
	Jr. College	8	66.7	1	8.3	1	8.3	2	16.7
	Other	1	14.3	2	28.6	2	28.6	2	28.6